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Spring 2018

COHE 7238 – Communication for Change

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Georgia Southern University
Jiann-Ping Hsu College of Public Health
COHE 7238 – Communication for Change
Spring 2018

<u>Instructor:</u>	Andrew Hansen, Dr.P.H., M.S., B.S.Ed.
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<u>E-Mail Address:</u>	ahansen@georgiasouthern.edu
<u>Office Hours:</u>	Monday and Wednesday 10:00am to 12:00pm Or by appointment
<u>Class Meets:</u>	Tuesday and Thursday 11:00 am – 12:15 pm Information Technology Building, Room 2202

-- Course schedules can be found at: <http://www.collegesource.org/displayinfo/catalink.asp> --

Required Text: Kotler, P. & Lee, N. (2016). Social Marketing: Influencing Behaviors for Good, 5th Ed. Thousand Oaks, CA: Sage Publications. (K&L)

Reference Texts: Maibach, E. & Parrott, R., eds. (1995). Designing Health Messages. Thousand Oaks, CA: Sage Publications. (M&P)

Siegel, M. & Lotenberg, L. (2007). Marketing Public Health: Strategies to Promote Social Change. 2nd Ed. Sudbury, MA: Jones & Bartlett. (S&L)

Andreason, A. (1995) Marketing Social Change. San Francisco, CA: Jossey Bass (AA)

CDCynergy Social Marketing Edition: Your guide to audience-planning.
<http://www.orau.gov/cdcynergy/demo>

Community Health Student Learning Outcomes

Cross-cutting

1. Demonstrate proficiency and effectiveness in the communication of core public health principles and practices, both oral and written.
2. Demonstrate proficiency in the integration of the core public health disciplines (Biostatistics, Epidemiology, Environmental Health, Health Policy/Management, and Social/Behavioral Science) in practice and research.
3. Demonstrate proficiency in problem solving, critical thinking, and public health leadership.

Community Health Concentration

1. Utilize basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice to identify the causes of social and behavioral factors that affect health of individuals and populations.
2. Assess individual, organizational and community concerns, assets resources and deficits for social and behavioral science interventions.
3. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
4. Demonstrate steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.
5. Apply evidence-based, ethically grounded approaches in the development and evaluation of social and behavioral science interventions.

Community Health Competencies

At the completion of the M.P.H. degree program all Community Health students will be able to:

Cross-cutting Competencies

1. Demonstrate effective written and oral skills for communicating with different audiences in the context of professional public health activities. (Communication and Informatics)
2. Use information technology to access, evaluate, and interpret public health data. (Communication and Informatics)
3. Describe the roles of history, power, privilege and structural inequality in producing health disparities. (Diversity and Culture)
4. Explain how professional ethics and practices relate to equity and accountability in diverse community settings. (Diversity and Culture)
5. Develop public health programs and strategies responsive to the diverse cultural values and traditions of the communities being served. (Diversity and Culture)

Community Health Concentration

1. Identify basic theories, concepts and models from a range of social and behavioral disciplines that are used in public health research and practice.
2. Identify the causes of social and behavioral factors that affect health of individuals and populations.
3. Identify individual, organizational and community concerns, assets resources and deficits for social and behavioral science interventions.
4. Identify critical stakeholders for the planning, implementation and evaluation of public health programs, policies and interventions.
5. Describe steps and procedures for the planning, implementation and evaluation of public health programs, policies and interventions.

6. Describe the role of social and community factors in both the onset and solution of public health problems.
7. Describe the merits of social and behavioral science interventions and policies.
8. Apply evidence-based approaches in the development and evaluation of social and behavioral science interventions.
9. Apply ethical principles to public health program planning, implementation and evaluation.
10. Specify multiple targets and levels of intervention for social and behavioral science programs and/or policies.

Course Objectives:

At the completion of this course the student will be able to:

1. Evaluate the contributions of various health communication strategies to address public health problems. (1, 2, 3, 4)
2. Apply social marketing theory/approaches to individual behavior change and community health problem solving. (4, 6)
3. Assess media advocacy theory/approaches for enhancing policy development, implementation, and evaluation. (4, 5)
4. Assess risk communication strategies for protecting public health and informing the public. (9)
5. Summarize legislative advocacy skills to influence public health decision making and policy development. (2, 3, 5)
6. Understand the skills necessary to develop and implement focus groups (3, 8, 10)
7. Apply findings from formative research to social marketing strategies. (8)
8. Develop health communication strategies. (3, 4, 5, 8)

Instructional Methods:

Methods will vary and will include but not limited to lectures, article discussions, videos, in-class exercises, and student-led discussions and presentations. Discussion and debate of course material is crucial for success in the course. Written homework assignments, examinations, and oral presentations constitute the basis of student evaluation.

Grading:

Assignment:	Points	% of Grade:	Notes
Social Marketing Plan	150	33.3	A = 405-to-450 points (90%)
Group Presentation on SM Plan	50	11.1	B = 360-to-404 points (80%)
Quizzes	100	22.2	C = 315-to-359 points (70%)
Health Communication	100	22.2	D = 270-to-314 points (60%)
Discussion and Class Participation	50	11.1	
Total	450	100	

Folio assignment dropbox will be used, however final grades are calculated using Excel. Your grades may not be posted. All exams and assignments will be graded and returned promptly so that students may accurately calculate their grades at any point during the semester but the

Samples of your work may or may not be reproduced for search purposes and/or inclusion in the Professor's teaching / accreditation portfolio. You have a right to review anything selected for use, and subsequently ask for its removal.

Description of assignments:

Detailed descriptions of each assignment will be provided separately.

1. Quizzes. Administered on Folio quizzes are given to test your knowledge of health communication and social marketing, as well as mastery of critical thinking. These quizzes are multiple choice, and true/false covering both materials taught in classes as well as assigned readings. Students should be familiar not only with concepts learned, but should also be able to apply these concepts to hypothetical case study contexts. (Course objectives 1, 2, 6)
2. Social marketing plan project and presentation. The class will be divided into teams of about 2-3 students and each team will be responsible for developing a marketing plan outline for a social marketing campaign focusing on public health topics in Georgia. Here are some examples of some possible topics: 1) increasing organ donation rates; 2) increasing utilization of "saferides" for college students to reduce drunk driving; 3) increasing work safety practices among migrant farmworkers; 4) decreasing STI rates among college students using condom social marketing; 5) decreasing rates of obesity in children or adolescents through healthy eating and/or physical activity programs; or 6) increasing childhood, adolescent, or adult vaccination rates (choose target group). Project ideas must be approved by the instructor. Each team will use the worksheets in the appendix of the text to write their plan. Students are required to research their target audience at two different time points. One, after developing campaign behavior objectives to get input on perceived barriers, benefits and competition. Second, after Step 7 to pretest potential messages and creative executions and to explore ideas for communication channels. Surveys should be included as an appendix in written plan projects. The final social marketing plan will be presented mid-semester by team members, giving each team member an opportunity to present, and individuals will be graded separately on their part of the presentation. Negative peer evaluation forms can possibly affect an individual student's grade on the assignment. The final written team plan proposal will serve as the mid-term exam. All members of the team will receive the same grade on the written proposal, not including the peer evaluation. (Course objectives 1-8)

3. Health Communication Experience. The class will work in 2 teams to compete on the SMILE video competition. This is a social media-based competition designed to engage Georgia Southern students and employees in our Tobacco-Free Campus Initiative and to creatively increase awareness about the effects of tobacco use. The topic is to "persuade someone to quit tobacco" (any form of tobacco). Videos must be 2 minutes or less in the following formats: (1) Short Format PSA - 30 seconds or less or (2) Short Format - 31-60 seconds. There will be 3 assignments/deliverables to assess progress: (1) creative brief (20 pts) and (2) brochure to go along with the Public Service Announcement (PSA) (30 pts) and (3) PSA video (50 pts). The groups will devise a communication strategy to improve the awareness of the smoking ban on campus. For this assignment, the class will divide into two groups to create separate campaign materials. (Course objectives 1-8)
4. Class participation. Students are required to be prepared to discuss the readings and projects in class. Students should be prepared with written discussion questions or points they want to raise from the readings. The final exam could draw from any of the readings in the course, so students are strongly encouraged to keep up with the readings. Some reasons for low class participation grades include: students missing more than three classes, consistently failing to discuss the readings and participate in class, using cell phones in class, and being disrespectful in any way toward other students or the professor. Students who consistently display negative attitudes and affect other students in the class negatively will receive a '0' for class participation. It is at the professor's discretion to ask a student to leave class if the student is disrupting the class session.

Expectations:

This course will involve the completion of a number of written assignments. Writing as a means of effective communication, argumentation, and presentation of ideas is extremely important as a public health professional, or a professional of any sort. It is expected that students will turn in assignments that express their ideas thoughtfully, with attention to organization, spelling, grammar, and supporting evidence. Content, readability, and presentation matter for publication and report writing. Work that fulfills beyond minimum requirements and displays evidence of enhanced investigative writing; proper APA formatting and style will result in a higher grade even if required content is missed. Conversely, should work display the characteristics of a rush job, the opposing grade will be earned.

Proper citation and quotation of references in writing is absolutely critical, and failure to do so can have serious repercussions both in the academic and professional realms. Failure to give credit as required by APA standards will result in a failing grade on assignments. If you have questions about citation, please seek help from Dr. Hansen or another source (i.e. Chapter 6 page 170 of APA sixth edition). If you would like assistance in developing your writing skills, the University Writing Center (871-1413) is an excellent resource.

The quality of the experience students have in this class will depend heavily upon completion of assigned readings and participation in class discussion. If you feel uncomfortable speaking up for any reason, please let me know. We want to create an environment in which all students can feel safe to express their ideas.

1. **Attendance and Participation:** Federal regulations require attendance be verified prior to distribution of financial aid allotments and University policy requires all students to attend the first class meeting of all classes for which they are registered. Excused absences follow the criteria of the Graduate Catalogue (e.g., illness, serious family emergency, military obligations, religious holidays), and should be communicated to the instructor a minimum of one week in advance, particularly planned events (e.g. conferences, work, or university functions). In the case of unanticipated emergencies warranting a

medical (family) excuse and resulting in missing a homework or project deadline, documentation will be necessary retrospectively in a reasonable time frame. Out of courtesy to peers, students must attend student presentations. Absences or tardies during class discussions, peer facilitated discussions and presentations are an immediate five point deduction unless prior notification and documentation is provided. Regardless of attendance, students are responsible for all material presented in class and meeting the scheduled due dates for class assignments.

2. **Assignments:** Each student is responsible for obtaining all material and assignments on the syllabus, in Folio, or distributed in class.

SUBMITTING: Assignments for this class are to be submitted on Folio in the manner indicated in assignment descriptions. Assignments meant to be submitted via Folio will only be accepted for grading on Folio. Anything submitted via email is immediately deleted and a zero is recorded.

LATE OR POSTING PROBLEMS: Folio will accept late assignments. To be graded, submit on time and as requested. If you have issues posting, keep trying or use another computer (on campus). Post early in case of issues so you have time to compensate for problems. Points will be deducted for each day an assignment is late.

FORMATTING: All assignments must include the requirements requested to receive full credit. Each assignment has specific requirements. Students are responsible for presenting all assignments in a professional manner. This includes proper APA formatting good use of headings, titles, Times New Roman, either 10 or 11 pt. font, and margins of .5 to 1.0. Points will be deducted for each format deficiency along with obvious grammatical, spelling, and writing errors.

MISSED IN-CLASS ACTIVITY ASSIGNMENT: Any time a student misses an in-class activity (including but not limited to, discussions, case studies, presentation-peer or self), no work will be accepted and a zero (0) will be assigned for the activity/assignment and five points deducted from participation.

3. **Make-up assignments:** Allowing for make-ups and giving exceptions to one student is unfair to other students. If an extraordinary circumstance exists, both prior notification (1 week minimum) followed by appropriate documentation provided within one week is expected. In the case of unanticipated emergencies warranting a medical (family) excuse and resulting in missing a homework or project deadline, documentation will be necessary retrospectively. These criteria are particularly important for activities done in class.
4. **Grievances and Appeals:** I request you submit disputes in written form. For issues related to grades, cite page numbers from your notes and other sources validating your argument. All submissions will be extensively reviewed and decided by the next class. If you need immediate clarification, simply ask. As an aspiring public health leader, professional decorum is expected. Spontaneously disputing or criticizing questions/answers, assignments, etc. in class is inappropriate. We will conduct discussions in a safe environment and advocate for issues with consideration of others and avoid unintentional alienation of others. After submitting a written grievance a mandatory meeting will be held, at a mutually agreed upon time, to ensure an understanding of each person's thoughts is reached. Failure to meet with the instructor when invited will be interpreted as non-responsive and the grade will remain as is and no further discussion permitted. Should a complaint arises over a grade in which an accommodation has been granted for reasons other than those sanctioned by the university and listed in this syllabus, the syllabus will be immediately upheld and the accommodation revoked.
5. **Distractions:** Please turn your cell phone to silent, or to "vibrate" in case of emergency or if you have an urgent personal or professional reason for expecting a call. Texting can also wait until after class. "Side" conversations among students are not acceptable unless your conversation is a course-related one. This is to protect your peers. If disruptions affect others in the class, disrupters will be asked to leave and deducted participation points.
6. **Privacy:** If you take pictures of other students in class, peers, community members, etc. get permission, to use, share, keep, or post on venues like Facebook.

7. **Decorum:** As a matter of courtesy this instructor will not reserve the right to make arbitrary changes to the syllabus. Any changes will be done in class with class consensus. Assignments or quizzes will not be added and dates not moved up only pushed back (unless consensus requests otherwise). Changes to the evaluation criteria /course outline will not occur unless they are mutually beneficial. As a return in courtesy students should not demand extensions, bonuses, or other arbitrary changes as these create disparities and inequities between students.

In class everyone should display professional decorum and consideration for others in the class. If at any time the instructor determines students are uncomfortable with the comments or action of another student or the instructor, appropriate action will be taken in the best interest of the group. Email is not the appropriate forum to resolve disputes.

Standardized Georgia Southern University and JPHCOPH Expectations:

Academic Integrity:

The instructor believes that the conduct of a student registered or taking courses in the JPHCOPH should be consistent with that of a professional person. Courtesy, honesty, and respect should be shown by students toward faculty members, guest lecturers, administrative support staff, and fellow students. Similarly, students should expect faculty to treat them fairly, showing respect for their ideas and opinions and striving to help them achieve maximum benefits from their experience in the JPHCOPH.

Please adhere to the strictest academic standards of conduct noted in the GSU *Student Conduct Code* and the *Undergraduate & Graduate Catalog*. Familiarize yourself with University's policies. Enrollment in this course is an implied contract between you and the instructor. Academic integrity relates to the appropriate use of intellectual property. The syllabus and all materials presented and/or distributed during this course are protected by copyright law. You are authorized to take notes, but that authorization extends only to making one set of notes for personal (and no other) use. Students are not authorized to sell, license, commercially publish, distribute, transmit, display, or record notes in or from class without written permission of the instructor.

Student academic misconduct refers to behavior that may include plagiarism, cheating, fabrication, falsification of records or official documents, intentional misuse of equipment or materials (including library materials), and aiding and abetting the perpetration of such acts. The preparation of reports, papers, and examinations, assigned on an individual basis, must represent each student's own effort. Reference sources should be indicated clearly. The use of assistance from other students or aids of any kind during a written examination, except when the use of aids such as electronic devices, books or notes has been approved by an instructor, is a violation of the standard of academic conduct.

Intellectual Property:

In accordance with the Georgia Board of Regents, Georgia Southern University has adopted a specific set of policies regarding intellectual property created by students and faculty during their time at Georgia Southern University. This document can be found at:

<http://welcome.georgiasouthern.edu/president/intpropol.htm>

Plagiarism:

According to the Academic Dishonesty Policy of GSU, Plagiarism includes (but is not limited to):

- A. Directly quoting the words of others without using quotation marks or indented format to identify them.
- B. Using published or unpublished sources of information without identifying them.
- C. Paraphrasing material or ideas without identifying the source.
- D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

If you are accused of plagiarism by a JPHCOPH, the following policy, as per the Judicial Affairs website (<http://students.georgiasouthern.edu/judicial/faculty.htm>) will be enforced:

PROCEDURES FOR ADJUDICATING ACADEMIC DISHONESTY CASES

A. First Offense - In Violation Plea

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is a first violation of academic dishonesty. The incident will be reported via the following website: <http://students.georgiasouthern.edu/judicial/faculty.htm>
2. If it is a first violation, the professor should talk with the student about the violation. If the student accepts responsibility in writing and the professor decides to adjudicate the case, the following procedures will be followed:
 - a. The student will be placed on disciplinary probation for a minimum of one semester by the Office of Judicial Affairs.
 - b. The student will be subject to any academic sanctions imposed by the professor (from receiving a 0 on the assignment to receiving a failing grade in the class).
 - c. A copy of all the material involved in the case (Academic Dishonesty Report Form and the Request For Instructor to Adjudicate Form) and a brief statement from the professor concerning the facts of the case and the course syllabus should be mailed to the Office of Judicial Affairs for inclusion in the student's discipline record.

B. First Offense - Not In Violation Plea (student does not admit the violation)

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, the professor should contact the Office of Judicial Affairs to determine if this is the first or second violation of academic dishonesty. The student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case. If the student is found responsible, the following penalty will normally be imposed:
 - a. The student will be placed on Disciplinary Probation for a minimum of one semester by the Office of Judicial Affairs.
 - b. The student will be subject to any academic sanctions imposed by the professor.

C. Second Violation of Academic Dishonesty

1. If the professor and the Dean of Students agree that the evidence is sufficient to warrant a charge of academic dishonesty, and if it is determined this is the second violation, the student will be charged with academic dishonesty and the University Judicial Board or a University Hearing Officer would hear the case.

2. If the student is found responsible, the following penalty will normally be imposed:
 - a. Suspension for a minimum of one semester or expulsion.
 - b. The student will be subject to any academic sanctions imposed by the professor.

NOT RESPONSIBLE FINDING

When a student is found not responsible of academic dishonesty, the work in question (assignment, paper, test, etc.) would be forwarded to the Department Chair. It is the responsibility of the Department Chair to ensure that the work is evaluated by a faculty member other than the individual who brought the charge and, if necessary, submit a final grade to the Registrar. For the protection of the faculty member and the student, the work in question should not be referred back to the faculty member who charged the student with academic dishonesty. In the case of a Department Chair bringing charges against a student, an administrator at the Dean's level will ensure that the student's work is evaluated in an appropriate manner.

Academic Handbook:

Students are expected to abide by the Academic Handbook, located at:
<http://students.georgiasouthern.edu/sta/guide/>.

Failure to comply with any part of this Handbook may be a violation and thus, you may receive an F in the course and/or be referred for disciplinary action.

University Calendar for the Semester:

The University Calendar is located with the semester schedule, and can be found at:
<http://www.collegesource.org/displayinfo/catalink.asp>.

Attendance Policy:

Attendance the first day of class is **mandatory** per University policy. Federal regulations require attendance be verified prior to distribution of financial aid allotments.

Accommodations:

Georgia Southern University is an Equal Opportunity and Affirmative Action institution committed to providing reasonable accommodations for any person with a disability who meets the definition of disabled as described in the Americans with Disabilities Act. Students requiring academic accommodation should contact the Director of the Student Disability Resource Center for assistance at 912.871.1566 or TDD: 912.478.0666. Students requiring academic accommodation should also *notify the instructor no later than the third class meeting* in the semester.

One Final Note:

The contents of this syllabus are as complete and accurate as possible. As a matter of courtesy, this instructor will not reserve the right to make arbitrary changes to the syllabus. Any changes will be done in class with class consensus. As a return courtesy students should not demand extensions, bonuses or other arbitrary changes. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.